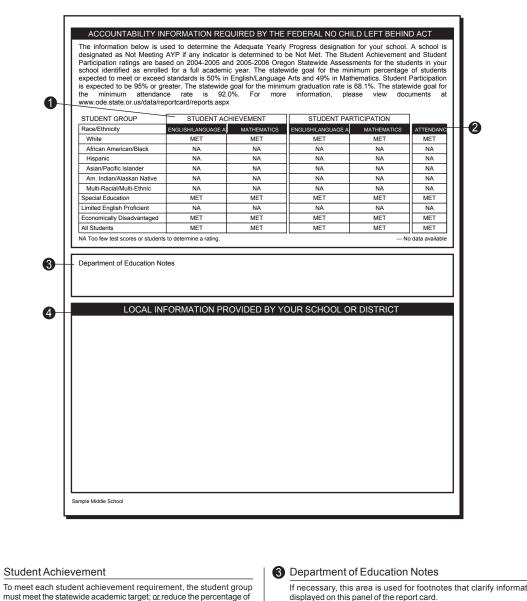
How to Read the 2005-2006 Middle School Report Cards



Student Achievement

must meet the statewide academic target; or reduce the percentage of tests not meeting standards by 10% and meet the state target for

2 Attendance

If attendance rates for 2005-2006 or 2004-2005 and 2005-2006 combined is greater than or equal to the attendance target of 92.0%, the attendance rating is Met.

If necessary, this area is used for footnotes that clarify information

4 Local Information

Local information included on this page of the report card was written and produced by the local school or district. The Oregon Department of Education did not write, edit, or endorse the displayed information.

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1 Federal Adequate Yearly Progress Rating

The No Child Left Behind Act requires the annual determination of whether schools. districts, and the state have made adequate vearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school and district, as well as subgroups of students, is measured against annual performance targets.

If all groups meet the targets in English/Language Arts and Mathematics, and the school meets the target for attendance, the school is designated as Meeting AYP. If any target is not met, then the school is designated as Did Not Meet AYP.

A school or district that does not meet AYP should not be labeled as failing. The description of not meeting AYP signals that the school or district as a whole, or one or more subgroups of students, is not "on track" for meeting the national goals for student achievement by the target year of 2014. The school or district as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup.

Oregon Report Card Overall Rating

The Overall Rating is based on component ratings. The Student Performance Rating is determined by averaging the results of the 2004-2005 and 2005-2006 Oregon Statewide Assessments in Reading and Math Knowledge and Skills. The Student Behavior Rating is determined by averaging the attendance rates for the 2004-2005 and 2005-2006 school years. The Improvement Rating is based on changes in assessment results and attendance rates during the last four school years. The School Characteristics Rating is based on participation in Oregon Statewide Assessments during the 2005-2006 school year.

Testing Participation School Characteristics Rating

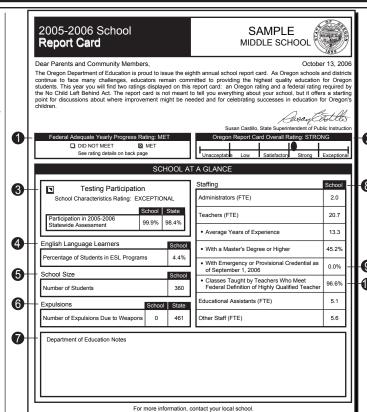
The School Characteristics Rating is based on the percentage of students participating in 2005-2006 Oregon Statewide Assessments in Reading, Math, and Writing. The table shows the participation in statewide assessments for the school and state. Students who were absent or refused to be tested are counted as not participating.

4 English Language Learners

This table shows the percentage of the school population enrolled in English as a Second Language programs. Data are collected from each school district through the annual ADM collection

5 School Size

This table shows the average number of students enrolled in the school during the 2005-2006 school year. School size is calculated from the annual ADM collection sent by each school district to the Oregon Department of Education.



6 Expulsions

This table shows the number of expulsions due to weapons. The numbers for the school and the state are displayed. Data are collected from each school district on the Suspensions, Expulsions and Truancy collection.

Department of Education Notes

If necessary, this area is used for footnotes that clarify information displayed on this panel of the report card.

8 Staffing

This table shows the number of administrators, teachers, instructional assistants, and other staff in the school. The number of teaching staff members with a master's degree or higher and the average number of years of teaching experience are shown. Data are collected from each school district on the Certificated Staff and the FTE of School Level Staff reports. FTE is an acronym for full-time equivalent.

With Emergency or 9 Provisional Credential as of September 1, 2006

Refers to a percentage of licenses held by teachers in the school. The emergency or provisional licenses are a category of all teaching licenses issued by the Teacher Standards and Practices Commission.

Classes Taught By Teachers Who Meet Federal Definition of Highly Qualified Teacher

Refers to the percentage of core content classes taught by teachers holding licenses that meet the definition approved under the No Child Left Behind Act. Core content classes include English, reading/language arts, mathematics, science, foreign languages, social studies, and the arts. In a self-contained classroom setting, teachers must also meet specific licensure qualifications.